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ABSTRACT

Literacy Foundation Memphis, Memphis City Schools Adult Education, and Kimberly Clark engaged in a cooperative venture to implement an intensive industry skills enhancement program for employees of Kimberly Clark. The effort continued to develop, refine, and expand the industry immersion model located on site, with 80 hours of instruction delivered 8 hours per day for 2 weeks, on work-release time. Instructional groups were formed based on skills in reading and mathematics levels as assessed by various standardized tests. Instructors were from the Memphis City Schools Adult Education Program. A diagnostic-prescriptive approach for reading and mathematics instruction was used. Two groups were formed of five workers each, with the first group having reading levels from 2.5 to 6.5 and the other having reading levels from 7.6 to 9.6. Individuals were encouraged to proceed at their own pace. Instructors provided both group and individual instructional assistance. Teaching methods included lecture, demonstration, and tutoring. Workbooks, commercial reading kits, newspapers, and community and workplace materials made up the curriculum materials. Counseling activities also were conducted. Overall reading gain was two levels, and mathematics gain was 2.7. Some students increased more than four grade levels. The program was rated a success by students/workers, teachers, and company supervisors. (Document includes evaluation survey results, a list of workbooks used, and the program of the awards ceremony.) (KC)

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SKILLS ENHANCEMENT PROGRAM

KIMBERLY CLARK CORPORATION

Prepared By

Literacy Foundation Memphis, Inc.

Memphis City Schools Adult Programs

Memphis, Tennessee

CE055191

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SKILLS ENHANCEMENT PROGRAM

BY

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DECEMBER, 1989

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ACKNOWLEDGEMENTS

Appreciation is expressed to the entire staff of Memphis City Schools Adult Education who made this program a success.

Sincere thanks to every member of Kimberly Clark's Administrative staff and to the employees for their cooperation during the two week program. Management was available and displayed commitment to and interest in the project. Employees were hospitable and helpful and offered information and encouragement.

Special recognition, commendation, and appreciation must be extended to two members of the group who agreed to a special assessment of learning styles in order to assist the course designers and evaluators in expanding their ability to adapt course curriculum to a broader range of individual needs.

The company environment was open and conducive to accomplishing the goals set for the program.

Thanks to each one associated with the Skills Enhancement Program.

INTRODUCTION

Historically, American business, industry and governmental agencies have been able to hire and retain individuals who possess the educational knowledge and skills to meet workforce requirements. If America is to compete in the global economy, it must have a literate workforce. Unfortunately, there is an ever-widening gap between skills available and skills required in industry. This gap costs companies an estimated twenty-five to thirty billion dollars annually in low productivity, work-place accidents, absenteeism, poor product quality and lost supervisory time.

It is a credit to Kimberly Clark that it is becoming directly and actively involved in skills enhancement for employees.

Literacy Foundation Memphis, Inc., Memphis City Schools Adult Education and Kimberly Clark in a cooperative venture implemented an intensive industry skills enhancement program for employees of the company. This effort continued to develop, refine, and expand the "Industry Immersion" model located on-site, with eighty hours of instruction delivered eight hours per day for two weeks, on work-release time.

PROGRAM DESCRIPTION

The Skills Enhancement Program was conducted during two weeks of December, 1989, on-site in the Converting Conference room.

The program is discussed in terms of participant selection, instructor selection and staffing, training delivery, instructional methodology and materials, counseling and evaluation.

SCREENING

Kimberly Clark employees were administered the following reading and math diagnostic tests: the San Diego Quick Assessment, an oral word recognition test given in one-on-one settings; the Reading for Understanding Test, an individual silent reading comprehension test, and Form "A" Math Skills Test, an Adult Education, Memphis City Schools placement test.

TRAINING DELIVERY

Instruction was delivered from 7:00 a.m. to 3:30 p.m., with two breaks and 30 minutes for lunch. The length of scheduled time consisted of eight hours per day for two weeks.

Instructional groups were formed based on skill and reading and math levels. Each group attended to its task and appeared to function well in the area.

The facilities were well lighted, comfortable and spacious, and contained chalkboard, easel and newsprint, and audio-visual equipment. It was convenient to restrooms and the cafeteria which contributed to a productive day.

Coffee, juice, and snacks were furnished by Kimberly Clark.

INSTRUCTIONAL STAFF

The instructional staff, employees of Memphis City Schools, Adult Education Programs, for the Skills Enhancement program included a lead instructor who served as the instructional coordinator and two instructors.

The lead instructor was responsible for materials selection, program planning and implementation, teacher orientation and planning sessions, monitoring and assisting with the instruction during the program and served as the liaison between the instructional staff and company representative.

Selection of the instructional staff was based on two factors: experience and qualification (certification). All had previous experience in similar workplace programs as well as experience in traditional adult education classroom instruction.

One instructor held certification in elementary education while the other held secondary education certification which enabled them to meet the instructional needs of the varied academic functional levels of the participants.

INSTRUCTIONAL METHODOLOGY AND MATERIALS

Using a diagnostic, prescriptive approach for reading and mathematics instruction, the individual number of participants was divided into two main groups. Within the main groups were smaller groups of two and three individuals. Preliminary to grouping, the participants were administered assessment instruments in reading and mathematics for determining beginning instructional levels and for selection and development of materials.

Based on the pre-test scores for reading instruction, Group I consisted of five men, with reading levels ranging from 2.5* to 6.5, and Group II consisted of five men with reading levels from 7.6 to 9.6.

For mathematics instruction, the grouping was determined by skills needed rather than the functional grade level of individuals; therefore, the two groups varied in make-up from the reading groups.

Within the instructional groups, both in reading and mathematics, individuals were encouraged to proceed at their own pace. The two instructors provided both group and

*Two of the participants volunteered information that they were dyslexic and with company awareness were permitted to participate in the Immersion with the understanding that grade gains and skill mastery could not be assured.

individual instructional assistance. Some of the participants helped one another. General sessions were conducted for the entire group of participants for communication skills improvement (basic grammar review and writing), for workplace vocabulary study and for other work related, consumer and community materials (life-coping skills) study.

Teaching methods/techniques included lecture, demonstration, and one-on-one tutoring. Consumable basic skills workbooks, specially designed worksheets, commercial reading kits, dictionaries, Thesaurus, the Memphis Commercial Appeal newspaper, and community and workplace materials comprised the general curriculum materials base. (See Appendix)

TABLE I

Kimberly Clark Individual Performance Pre- and Post- Testing Participants

a-j

		SDQA	RFU	MATH
a.	Pre-Test	7.8	8.3	6.4
	Post Test	10.4	10.2	8.2
	Gain	2.6	1.9	1.8
b.	Pre-Test	2.5	-	2.3
	Post-Test	4.6	4.6	3.4
	Gain	2.1	N/A	1.1
c.	Pre-Test	4.8	4.8	4.2
	Post-Test	8.6	5.8	7.4
	Gain	3.8	1.5	3.2
d.	Pre-Test	10.3	8.5	6.6
	Post-Test	11.9	10.2	8.0
	Gain	1.6	1.7	1.4
e.	Pre-Test	5.3	6.8	4.1
	Post-Test	6.8	7.8	8.6
	Gain	1.5	1.0	4.5

TABLE I (continued)

		SDQA	RFU	MATH
f.	Pre-Test	10.4	8.8	7.9
	Post-Test	11.9	9.0	9.2
	Gain	1.5	.2	1.3
g.	Pre-Test	7.4	7.8	3.5
	Post-Test	11.1	10.2	7.0
	Gain	3.7	2.4	3.5
h.	Pre-Test	6.5	6.5	2.6
	Post-Test	9.3	8.3	8.8
	Gain	2.8	1.8	6.4
i.	Pre-Test	3.5	4.3	3.1
	Post-Test	5.8	4.9	7.2
	Gain	2.3	.6	4.1
j.	Pre-Test	9.2	8.8	8.7
	Post-Test	N/T	N/T	N/T
	Gain	-	-	-

COUNSELING ACTIVITIES AND RESULTS

Participants in this Skills Enhancement class were surveyed to determine levels of interest for counseling activities. Activities were designed accordingly. Survey instrument was designed specifically for this group. (See attachment).

The interest survey provided the counselor with a guide of areas of interest from which to design activities and gave the participants a degree of ownership in the program. All participants appeared to have a genuine interest in the group sessions and readily participated--sharing ideas, experiences and feelings. They displayed honesty, openness, a sense of fair-play and pride in working together. The common bond among them was obvious.

The spirit of the group was powerful as they shared, together, new and positive experiences that heightened awareness and acceptance of self and others.

COUNSELOR'S SCHEDULE

December 4, 1989 - Self Esteem Inventory Pre-Test Interest Survey
December 7, 1989 - Group Activity "Self-Esteem"
December 11, 1989 - Group Activity "Decision Making"
December 13, 1989 - Group Activity "Communication Skills"
December 15, 1989 - Administered SDQA and RFU Post-Test
Self-Esteem Inventory Post-Test

INTEREST SURVEY

I WOULD LIKE TO:

_____ IMPROVE GOAL-SETTING SKILLS

_____ IMPROVE DECISION-MAKING SKILLS

_____ PROJECT MORE SELF-CONFIDENCE

_____ IMPROVE TIME MANAGEMENT

_____ IMPROVE COMMUNICATION AND LISTENING SKILLS

WOULD YOU BE INTERESTED IN:

INFORMATION CONCERNING COMPLETION OF REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA?

_____ YES _____ NO

INFORMATION ABOUT THE GED (GENERAL EQUIVALENCY DIPLOMA)?

_____ YES _____ NO

INFORMATION ABOUT ENTRANCE REQUIREMENTS FOR 2 OR 4 YEAR COLLEGES OR UNIVERSITIES?

_____ YES _____ NO

OTHER _____

_____

_____

_____

_____

NAME

SELF-ESTEEM INVENTORY

ACTIVITIES

Responding "Like Me" to items 1, 2, 3, 4, 5, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 21, and 25 indicate low self esteem.

Responding "Unlike Me" to items 4, 6, 8, 12, 17, 20, 22, 23, 24 also indicate low self-concept.

(See Attachment)

NAME_____ DATE_____

		LIKE ME	UNLIKE ME
1.	I OFTEN WISH I WERE SOMEONE ELSE.	_____	_____
2.	I FIND IT VERY HARD TO TALK IN FRONT OF A GROUP.	_____	_____
3.	THERE ARE LOTS OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD.	_____	_____
4.	I CAN MAKE UP MY MIND WITHOUT TOO MUCH TROUBLE.	_____	_____
5.	I GET UPSET EASILY AT HOME.	_____	_____
6.	I'M ALOT OF FUN TO BE WITH.	_____	_____
7.	IT TAKES ME A LONG TIME TO GET USED TO ANYTHING NEW.	_____	_____
8.	I'M LIKED BY OTHER PEOPLE.	_____	_____
9.	I GIVE IN VERY EASILY.	_____	_____
10.	IT'S PRETTY TOUGH TO BE ME.	_____	_____
11.	THINGS ARE ALL MIXED UP IN MY LIFE.	_____	_____
12.	PEOPLE USUALLY FOLLOW MY IDEAS.	_____	_____
13.	I HAVE A LOW OPINION OF MYSELF.	_____	_____
14.	THERE ARE MANY TIMES WHEN I'D LIKE TO LEAVE HOME.	_____	_____
15.	I OFTEN FEEL UPSET.	_____	_____
16.	I'M NOT AS NICE-LOOKING AS MOST PEOPLE.	_____	_____
17.	IF I HAVE SOMETHING TO SAY, I USUALLY SAY IT.	_____	_____
18.	MOST PEOPLE ARE BETTER LIKED THAN I AM.	_____	_____
19.	I OFTEN GET DISCOURAGED.	_____	_____
20.	THINGS USUALLY DON'T BOTHER ME.	_____	_____
21.	I CAN'T BE DEPENDED ON.	_____	_____
22.	I'M A HARD WORKER.	_____	_____
23.	I FINISH THINGS I SET OUT TO DO.	_____	_____
24.	I USE TIME WISELY.	_____	_____
25.	I AM SCARED TO TAKE CHANCES.	_____	_____

KIMBERLY CLARK

CHANGES IN PARTICIPATION RESPONSE

Inventory items that were changed to positive responses from pre- to post- testing:

Adult Learners #1	-	Items 1, 2, 20
Adult Learners #2	-	Items 12, 14, 16
Adult Learners #3	-	Items 4, 7, 24
Adult Learners #4	-	Items 3, 9, 13
Adult Learners #5	-	Items 3, 4, 7, 10
Adult Learners #6	-	Items 2, 3, 9, 25
Adult Learners #7	-	Items 1, 12, 24
Adult Learners #8	-	Items 1, 2, 9
Adult Learners #9	-	Items 12, 14, 16
Adult Learners #10	-	Items 3, 4, 5, 18

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION

Evaluation

Purpose:

1. Industry Goals: To enhance job function of participating employees
   To assess the use of the "Industry Immersion" concept

2. Objective: 1. Improve reading, writing, vocabulary and communication in job-related tasks
   2. Improve math
   3. Improve self-confidence for learning
   4. Improve self-esteem
   5. Encourage motivation for continuing learning

Results: Overall grade level improvement:

Reading Gain - 2.0

Pre-test range: 2.5 - 9.4

Post-test range: 4.7 - 11.6

Math Gain - 2.7

Pre-test range: 2.3 - 8.2

Post-test range: 3.4 - 9.6

Other: Range of individual gains

Reading: 1.5 - 3.8

Math: 1.1 - 6.2

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement)
HAS BETTER UNDERSTANDING OF WRITTEN JOB ORDERS AND SEEMS TO SHOW MORE INTEREST.

(self-confidence improvement)
FEEL ALOT MORE CONFIDENT IN THEMSELVES

(enthusiasm)
MORE ENTHUSIASM SHOWN IN THE PAPER WORK SIDE OF THEIR JOB.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:
NOTHING BUT GOOD COMMENTS AND MORE PEOPLE WANT TO GO THROUGH CLASS.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved
SEEM TO WANT TO GET INVOLVED IN MORE SINCE THIS TRAINING

PERFORMANCE REVIEW CHANGES (productivity):
ATTITUDE SEEM TO BE BETTER TOWARD THEIR WORK AND PRODUCTIVITY HAS STARTED TO IMPROVE.

OTHER COMMENTS, RECOMMENDATIONS:
EVERYONE WHO ATTENDED THIS PROGRAM ENJOYED IT AND GOT ALOT OUT OF IT. THEY FEEL BETTER ABOUT THEMSELVES AND THEIR JOB. THIS PROGRAM SHOULD BE OFFERED TO THE REST OF THE MAINTENANCE DEPT. BECAUSE OF THE SELF-CONFIDENCE IT GIVES PEOPLE AND THE POSITIVE ATTITUDE PEOPLE HAVE AFTER THE TRAINING.

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement)
More attentive to paper work required on job. Reporting problems on job through proper channels instead of by word of mouth.

(self-confidence improvement)
Does not hesitate to call-in job orders, paying additional attention to work assignments.

(enthusiasm)
Becoming more interested in all aspects of a job instead of just his particular assignment.

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:
Improved performance through upgrading skills and improving self-confidence.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved
This employee has not had any lates or absences since the training.

PERFORMANCE REVIEW CHANGES (productivity):
Takes more interest in the jobs going on in his particular area.

OTHER COMMENTS, RECOMMENDATIONS:

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement)

Have Seen improvement - more intrest in All work Assignments -

(self-confidence improvement)

Good improvement - more confident in themselves

(enthusiasm)

Good

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

Others Have noticed difference - that they are more involved

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

Some improved - Some the Same

PERFORMANCE REVIEW CHANGES (productivity):

Have Seen improvement in work habits for the Better thus Better productivity

OTHER COMMENTS, RECOMMENDATIONS:

Needs to be Broadcast so other that are Interested can Know who to talk to if they would like to take part in Another Class

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION:(job-specific skill improvement) I took over as Supervisor while he was in training. Found I am unable to make any definite comments.

(self-confidence improvement)

(enthusiasm)

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING: I discussed the training with He indicated that he considered it very valuable and that it had made a distinct difference in his reading and math levels.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

PERFORMANCE REVIEW CHANGES (productivity):

OTHER COMMENTS, RECOMMENDATIONS: I wish I could tell you more but has been out sick more than he's worked since I took over.

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION: (job-specific skill improvement) I took over as supervisor while he was in school. I cannot point out much interaction as to noticable improvements.

(self-confidence improvement) Since the training, he has shown more interest in a more challenging job.

(enthusiasm)

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING: Boss told me he found the training to be very beneficial.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved
There does seem to be some positive improvement in attendance and responsibility.

PERFORMANCE REVIEW CHANGES (productivity):

OTHER COMMENTS, RECOMMENDATIONS:

INDUSTRY IMMERSION PROGRAM

ORGANIZATION RESULTS EVALUATION

OBSERVATION: (job-specific skill improvement)

I HAS JUST RECENTLY BEEN ASSIGNED TO THE SHEETMETAL AREA AND I FEEL THAT I CAN NOT GIVE AN ANSWER HERE THAT WOULD BE FAIR TO OR MYSELF BECAUSE OF LACK OF TIME ON THE JOB FOR BY ME.

(self-confidence improvement)

SAME AS ABOVE

(enthusiasm) WANTS TO COOPERATE WITH COWORKERS TO IMPROVE ANY PROBLEMS THAT MIGHT OCCUR IN HIS JOB SKILLS AND WILL DO THE BEST JOB POSSIBLE THAT HE IS ALLOWED

SUPERVISORS, EMPLOYEES OPINIONS OF RESULTS OF TRAINING:

FELT THIS TRAINING WAS OF GREAT HELP TO HIM. HIS READING SKILL, MATH SKILLS WERE GREATLY IMPROVED AT THE END OF PROGRAM.

ASSEMENT OF WORK HABIT CHANGES - punctuality, improved

HAS BEEN OUTSTANDING IN HIS PUNCTUALITY AND THIS REVIEW HAS NO IMPROVEMENTS TO BE MADE IN THIS AREA

PERFORMANCE REVIEW CHANGES (productivity):

SAME ANSWER AS ITEM #1

OTHER COMMENTS, RECOMMENDATIONS:

I FEEL IS A GOOD, HARD WORKING EMPLOYEE THAT IS WILLING TO HELP HIMSELF AND THE COMPANY IN AREAS THAT SHOW IMPROVEMENT IS NEEDED.

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

TEACHER EVALUATION:

1.	Participants indicated a positive attitude toward the program.	(5) 4 3 2 1
2.	Participants developed a consciousness of the need for individual committment to continuing education.	(5) 4 3 2 1
3.	Participants' confidence increased.	(5) 4 3 2 1
4.	Participants appeared to enjoy the classes.	(5) 4 3 2 1
5.	Participants developed an open, relaxed attitude among themselves.	(5) 4 3 2 1
6.	Participants demonstrated a group spirit of cooperation, enthusiasm, and positive interaction.	(5) 4 3 2 1
7.	Materials were adequate for the program.	(5) 4 3 2 1
8.	Facilities were conducive to learning.	(5) 4 3 2 1
9.	The coordinating staff was supportive.	(5) 4 3 2 1
10.	Participants exhibited a sense of company loyalty and understood the company's committment to training.	(5) 4 3 2 1

COMMENTS: _____

_____

_____

_____

_____

_____

_____

_____

LFM 4/89

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
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TEACHER EVALUATION:

1.	Participants indicated a positive attitude toward the program.	(5) 4 3 2 1
2.	Participants developed a consciousness of the need for individual committment to continuing education.	5 (4) 3 2 1
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8.	Facilities were conducive to learning.	(5) 4 3 2 1
9.	The coordinating staff was supportive.	(5) 4 3 2 1
10.	Participants exhibited a sense of company loyalty and understood the company's committment to training.	5 (4) 3 2 1

COMMENTS: This Immersion program was the most successful and enjoyable one I have participated in. Not only was it successful in measureable areas but also in the areas of a less tangible nature. The open, relaxed atmosphere and cooperation of the participants and company added to a pleasureable, rewarding experience.

LFM 4/89

LITERACY FOUNDATION MEMPHIS, INC.

INDUSTRY IMMERSION PROGRAM

DIRECTIONS: Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

KEY: 5 - Strongly Agree (SA)
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7.	Materials were adequate for the program.	(5) 4 3 2 1
8.	Facilities were conducive to learning.	(5) 4 3 2 1
9.	The coordinating staff was supportive.	(5) 4 3 2 1
10.	Participants exhibited a sense of company loyalty and understood the company's committment to training.	(5) 4 3 2 1

COMMENTS: This, my fourth Industry Immersion Program participation, has been another great experience. The facilities, materials and the participants were just GREAT! I have nothing negative to say about this whole experience.

LFM 4/89

COUNSELOR EVALUATION

Coordinating and conducting group counseling sessions* with participants in the Kimberly Clark Immersion class was both challenging and rewarding. The eagerness and enthusiasm the men brought to the sessions enhanced the planned activities.

*All Counseling Activities were coordinated and conducted by the Memphis City Schools' Adult Education Counseling Coordinator.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1. CLASSES WERE WELL ORGANIZED YES ✓ NO ___
2. I FELT COMFORTABLE IN THE CLASS YES ✓ NO ___
3. TEACHERS WERE WELL PREPARED YES ✓ NO ___
4. TEACHERS TALKED TOO MUCH YES ___ NO ✓
5. MATERIALS, BOOKS WERE INTERESTING YES ✓ NO ___
6. STORIES COULD HAVE BEEN MORE INTERESTING YES ___ NO ✓
7. ENOUGH MATERIALS WERE PROVIDED YES ✓ NO ___
8. BOOKS WERE TOO HARD YES ___ NO ✓
9. BOOKS WERE TOO EASY YES ___ NO ✓
10. TEACHERS OFFERED ENOUGH HELP YES ✓ NO ___
11. TEACHERS OFFERED TOO MUCH HELP YES ___ NO ✓
12. I LEARNED SOMETHING NEW EVERYDAY YES ✓ NO ___
13. SOMETIMES I GOT RESTLESS YES ✓ NO ___
14. CLASS WAS TOO LONG YES ___ NO ✓
15. CLASS WAS TOO LARGE YES ___ NO ✓
16 I LEARNED THINGS RELATED TO MY JOB YES ✓ NO ___
17. I FELT UNCOMFORTABLE AT TIMES YES ___ NO ✓
18. OTHER STUDENTS HELPED ME SOMETIMES YES ✓ NO ___
19. I HELPED OTHER STUDENTS SOMETIME YES ✓ NO ___
20. I AM PROUD THAT I TOOK THE COURSE YES ✓ NO ___
21. I WILL RECOMMEND THE COURSE TO SOMEONE YES ✓ NO ___
22. I ENJOYED THE SPEAKERS AND VISITORS YES ✓ NO ___
23. I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING YES ✓ NO ___

B. WHAT DID YOU LIKE BEST? Math

WHAT DID YOU LIKE LEAST? Reading

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. Flash cards like 3X7=21

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES X	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES X	NO
3.	TEACHERS WERE WELL PREPARED	YES X	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO X
5.	MATERIALS, BOOKS WERE INTERESTING	YES X	NO
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES X	NO
7.	ENOUGH MATERIALS WERE PROVIDED	YES X	NO
8.	BOOKS WERE TOO HARD	YES	NO X
9.	BOOKS WERE TOO EASY	YES	NO X
10.	TEACHERS OFFERED ENOUGH HELP	YES X	NO
11.	TEACHERS OFFERED TOO MUCH HELP	YES	NO X
12.	I LEARNED SOMETHING NEW EVERYDAY	YES X	NO
13.	SOMETIMES I GOT RESTLESS	YES	NO X
14.	CLASS WAS TOO LONG	YES	NO X
15.	CLASS WAS TOO LARGE	YES	NO X
16	I LEARNED THINGS RELATED TO MY JOB	YES X	NO
17.	I FELT UNCOMFORTABLE AT TIMES	YES X	NO
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES X	NO
19.	I HELPED OTHER STUDENTS SOMETIME	YES X	NO
20.	I AM PROUD THAT I TOOK THE COURSE	YES X	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES X	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES X	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES X	NO

B. WHAT DID YOU LIKE BEST? The MATH

WHAT DID YOU LIKE LEAST? I don't Believe there was any Course I liked the least just some were more chalenging than others

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. The only thing that was really needed was more time the practice the things we learned so we would Be less likly to forget them so soon.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. _____

_____.

ANY OTHER COMMENTS:

I believe that there should be additional classes

to help continuous us on and help us to advance.

_____.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO ✓
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES	NO ✓
7.	ENOUGH MATERIALS WERE PROVIDED	YES ✓	NO
8.	BOOKS WERE TOO HARD	YES	NO ✓
9.	BOOKS WERE TOO EASY	YES	NO ✓
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO
11.	TEACHERS OFFERED TOO MUCH HELP	YES	NO ✓
12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO
13.	SOMETIMES I GOT RESTLESS	YES	NO ✓
14.	CLASS WAS TOO LONG	YES	NO ✓
15.	CLASS WAS TOO LARGE	YES	NO ✓
16	I LEARNED THINGS RELATED TO MY JOB	YES ✓	NO
17.	I FELT UNCOMFORTABLE AT TIMES	YES	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES	NO ✓

B. WHAT DID YOU LIKE BEST? Math part

WHAT DID YOU LIKE LEAST? spelling

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. _____

_____.

ANY OTHER COMMENTS: I enjoyed taking these studies.

_____

_____.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES X	NO ___
2.	I FELT COMFORTABLE IN THE CLASS	YES X	NO ___
3.	TEACHERS WERE WELL PREPARED	YES X	NO ___
4.	TEACHERS TALKED TOO MUCH	YES ___	NO X
5.	MATERIALS, BOOKS WERE INTERESTING	YES X	NO ___
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES ___	NO X
7.	ENOUGH MATERIALS WERE PROVIDED	YES X	NO ___
8.	BOOKS WERE TOO HARD	YES ___	NO X
9.	BOOKS WERE TOO EASY	YES ___	NO X
10.	TEACHERS OFFERED ENOUGH HELP	YES X	NO ___
11.	TEACHERS OFFERED TOO MUCH HELP	YES ___	NO X
12.	I LEARNED SOMETHING NEW EVERYDAY	YES X	NO ___
13.	SOMETIMES I GOT RESTLESS	YES ___	NO X
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21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES X	NO ___
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES X	NO ___
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ___	NO ___

B. WHAT DID YOU LIKE BEST? math it brought a lot back.

WHAT DID YOU LIKE LEAST? English it was hard for me to learn but I needed the help.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. Have more time for the school.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO ✓
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES	NO ✓
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8.	BOOKS WERE TOO HARD	YES	NO ✓
9.	BOOKS WERE TOO EASY	YES	NO ✓
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO
11.	TEACHERS OFFERED TOO MUCH HELP	YES	NO ✓
12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO
13.	SOMETIMES I GOT RESTLESS	YES ✓	NO
14.	CLASS WAS TOO LONG	YES ✓	NO
15.	CLASS WAS TOO LARGE	YES	NO ✓
16	I LEARNED THINGS RELATED TO MY JOB	YES ✓	NO
17.	I FELT UNCOMFORTABLE AT TIMES	YES ✓	NO
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ✓	NO

B. WHAT DID YOU LIKE BEST? A chance to learn & improve in my wage. The Teachers were all great People.

WHAT DID YOU LIKE LEAST? Eight hours is too long to set in one place each day.

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. This school is a good idea.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO ___
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO ___
3.	TEACHERS WERE WELL PREPARED	YES ___	NO ___
4.	TEACHERS TALKED TOO MUCH	YES ___	NO ✓
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO ___
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES ___	NO ✓
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9.	BOOKS WERE TOO EASY	YES ___	NO ✓
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO ___
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12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO ___
13.	SOMETIMES I GOT RESTLESS	YES ✓	NO ___
14.	CLASS WAS TOO LONG	YES ___	NO ✓
15.	CLASS WAS TOO LARGE	YES ___	NO ✓
16	I LEARNED THINGS RELATED TO MY JOB	YES ✓	NO ___
17.	I FELT UNCOMFORTABLE AT TIMES	YES ___	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO ___
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21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO ___
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO ___
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ___	NO ___

B. WHAT DID YOU LIKE BEST? I liked the open talk

WHAT DID YOU LIKE LEAST? the donuts ☺?

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. I was hi
for all the people's tested by
a person like Mrs Dimese (op 50 that the
teachers can more easy to start the person

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. A person
that is one that has benefit from the
class

ANY OTHER COMMENTS:
I enjoyed the class a lot. I felt
the teachers were very special people
They can feel the love they
are doing it with plus a thing to K.C.
for caring about my love and my
future

yours truly

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO ___
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO ___
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO ___
4.	TEACHERS TALKED TOO MUCH	YES ✓	NO ___
5.	MATERIALS, BOOKS WERE INTERESTING	YES ✓	NO ___
6.	STORIES COULD HAVE BEEN MORE INTERESTING	YES ✓	NO ___
7.	ENOUGH MATERIALS WERE PROVIDED	YES ✓	NO ___
8.	BOOKS WERE TOO HARD	YES ✓	NO ___
9.	BOOKS WERE TOO EASY	YES ✓	NO ___
10.	TEACHERS OFFERED ENOUGH HELP	YES ✓	NO ___
11.	TEACHERS OFFERED TOO MUCH HELP	YES ✓	NO ___
12.	I LEARNED SOMETHING NEW EVERYDAY	YES ✓	NO ___
13.	SOMETIMES I GOT RESTLESS	YES ___	NO ✓
14.	CLASS WAS TOO LONG	YES ___	NO ✓
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17.	I FELT UNCOMFORTABLE AT TIMES	YES ___	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO ___
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO ___
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO ___
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO ___
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO ___
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ✓	NO ___

B. WHAT DID YOU LIKE BEST? Math

WHAT DID YOU LIKE LEAST? English

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. None

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. _____

_____.

ANY OTHER COMMENTS:

It's was all good

_____

_____.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1. CLASSES WERE WELL ORGANIZED YES ✓ NO ___
2. I FELT COMFORTABLE IN THE CLASS YES ✓ NO ___
3. TEACHERS WERE WELL PREPARED YES ✓ NO ___
4. TEACHERS TALKED TOO MUCH YES ___ NO ✓
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19. I HELPED OTHER STUDENTS SOMETIME YES ✓ NO ___
20. I AM PROUD THAT I TOOK THE COURSE YES ✓ NO ___
21. I WILL RECOMMEND THE COURSE TO SOMEONE YES ✓ NO ___
22. I ENJOYED THE SPEAKERS AND VISITORS YES ✓ NO ___
23. I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING YES ✓ NO ___

B. WHAT DID YOU LIKE BEST? Math + Reading

WHAT DID YOU LIKE LEAST? (The end of the day)

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. I think if you change anything it will hurt the class.

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. NONE

ANY OTHER COMMENTS:

I have indeed engoyed the course and I recommend that everybody should have it.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1.	CLASSES WERE WELL ORGANIZED	YES ✓	NO
2.	I FELT COMFORTABLE IN THE CLASS	YES ✓	NO
3.	TEACHERS WERE WELL PREPARED	YES ✓	NO
4.	TEACHERS TALKED TOO MUCH	YES	NO ✓
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17.	I FELT UNCOMFORTABLE AT TIMES	YES	NO ✓
18.	OTHER STUDENTS HELPED ME SOMETIMES	YES ✓	NO
19.	I HELPED OTHER STUDENTS SOMETIME	YES ✓	NO
20.	I AM PROUD THAT I TOOK THE COURSE	YES ✓	NO
21.	I WILL RECOMMEND THE COURSE TO SOMEONE	YES ✓	NO
22.	I ENJOYED THE SPEAKERS AND VISITORS	YES ✓	NO
23.	I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING	YES ✓	NO

B. WHAT DID YOU LIKE BEST? being able to work on things I need help with. not on things I don't care anything about.

WHAT DID YOU LIKE LEAST? algebra

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. more group activities -

PAGE 2

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. _____

_____.

ANY OTHER COMMENTS:

I never realized how much I had forgotten. Now, I know I can learn new things to make life a little easier.

INDUSTRY IMMERSION STUDENT SURVEY

A. CHECK "YES" OR "NO" FOR EACH STATEMENT:

1. CLASSES WERE WELL ORGANIZED YES ✓ NO ___
2. I FELT COMFORTABLE IN THE CLASS YES ✓ NO ___
3. TEACHERS WERE WELL PREPARED YES ✓ NO ___
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20. I AM PROUD THAT I TOOK THE COURSE YES ✓ NO ___
21. I WILL RECOMMEND THE COURSE TO SOMEONE YES ✓ NO ___
22. I ENJOYED THE SPEAKERS AND VISITORS YES ✓ NO ___
23. I PLAN TO CONTINUE ATTENDING CLASSES AND STUDYING YES ✓ NO ___

B. WHAT DID YOU LIKE BEST? What I liked best was no one students or teachers treated us like Dummies. We were all treated the same.

WHAT DID YOU LIKE LEAST? Geography

PLEASE LIST ANY IDEAS TO IMPROVE THE CLASS. I liked the school just like it was

PAGE 2

PLEASE SUGGEST ANY SPEAKERS WHO WOULD BE HELPFUL. _____

_____.

ANY OTHER COMMENTS:

I really enjoyed the school. I think the teachers where the best. I think it was organized and run the best.

FINDINGS AND RECOMMENDATIONS

All of the ten participants showed some gain in both reading and mathematics after intensive immersion. Reading gain ranged from 1.5 to 3.7 on SDQA and 0.2 to 2.4 on RFU, while math gains ranged from 1.1 to 6.4 grade levels. This progress was striking; some individuals increased more than 4 grade levels. The greatest increases could be attributed to the reintroduction of skills which had atrophied with time.

The results of this program continue to support the philosophy upon which the industry immersion/skills enhancement was conceived: A holistic approach must be individualized to the employees' and company's needs and goals.

Increased skill level and gain result from the intensive immersion, but industry must realize that immersion is a first step only. For retention and continued progress, adults must be afforded the opportunity for continuation in an academic improvement program. Motivation has been set in motion for the participants to continue their education.

Consideration should be given for the need to provide a work-site program primarily because of convenience, accessibility, and familiarity and should include either some work-release time or credit and/or other company developed incentives.

APPENDIX

EXHIBIT A

EXHIBIT A

COMMERCIAL WORKBOOKS USED:

Critical Thinking in Math, Contemporary Books, Inc.
Critical Thinking in Content Areas, Contemporary Books, Inc.
Reading Skills for Adults, Brown, Steck-Vaughn Co.
Reading Skills for Adults, Green, Steck-Vaughn Co.
Reading for Today, Book 4, Steck-Vaughn Co.
Vocabulary Connections, C, H, and F, Steck-Vaughn Co.
Language Exercises, A General Review, Steck-Vaughn Co.
Working With Numbers, Refresher Book, Steck-Vaughn Co.
Essential Mathematics for Life, Scott, Foresman and Co.

SUPPLEMENTAL MATERIALS USED:

Comprehension Skills Set, Steck-Vaughn Co.
Classroom Library, Superstars and Spotlight, Steck-Vaughn Co.
Reading for Understanding, Science Research Association

MISCELLANEOUS:

Memphis Commercial Appeal Newspaper
Workplace Vocabulary, Forms, and Manuals

Selected worksheets for skills enhancement and improvement in communications, thinking, listening and following directions.

EXHIBIT A (Continued)

Dictionaries

Thesaurus

Brainteasers

APPENDIX

EXHIBIT B

ACKNOWLEDGEMENTS:

Literacy Foundation Memphis, Inc. acknowledges with deep appreciation the contributions of:

- Adult Education, Memphis City Schools
- The Commercial Appeal

Especially, we thank Kimberly Clark for its commitment to employee training and for its leadership in initiating the Skills Enhancement Program.

KIMBERLY CLARK

SKILLS ENHANCEMENT PROGRAM

INDUSTRY IMMERSION

AWARD CEREMONY

AND

STUDENT RECOGNITION

DECEMBER 18, 1989

PROGRAM

WELCOME — David L. Harlow, President
Literacy Foundation Memphis, Inc.

COMPANY RESPONSE — Wilson Barnett
Maintenance Manager
Kimberly Clark

INTRODUCTION OF SPEAKER — Wilson Barnett

SPEAKER — Joe Bradshaw, Vice-President
International Papermakers Union

PRESENTATION OF STUDENTS — Wilson Barnett

AWARDING OF CERTIFICATES — Wilson Barnett

STUDENTS' RESPONSE — Eddie Sample
Bootsie Bell

ACKNOWLEDGEMENTS — Joe Eoff, Coordinator
Adult Education
Memphis City Schools

Gloria McDaniel, Executive Director
Literacy Foundation Memphis, Inc.

STUDENTS:

Wilburn E. Bagwell
James A. Bell
John W. Childress
John D. Garner
Albert A. Gunn
Jere G. Herring
Dana K. Reed
Eddie L. Sample
Richard D. Simmons
Jamie Summers

INSTRUCTIONAL COORDINATOR:

Pat Coffey, Memphis City Schools

TEACHERS:

Zernia Peacock, Memphis City Schools
Patsy Wills, Memphis City Schools

RESOURCE STAFF:

Roseann Elmore, Memphis City Schools
Bill Stokes, Maintenance Training, Kimberly Clark

COORDINATOR:

Gloria McDaniel, Literacy Foundation Memphis, Inc.